DELAPRE

Primary School



	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	children Know about similarities and differences in relation to places objects	 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees 	 Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats) 	 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	 Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) 	• Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)





		• Explore and				
•Children know	•Identify and name a	compare the	• Explore the part that	 Recognise that living 	 Describe the 	•Describe how living
about	variety of common	differences	flowers play in the life	things can be grouped	differences in the	things are classified
similarities	wild and garden	between things that	cycle of flowering	in a variety of ways.	life cycles of a	into broad groups
and	plants, including	are living, dead, and	plants, including	• Explore and use	mammal, an amphibian,	according to common
differences in	deciduous and	things that have	pollination, seed	classification keys to	an insect and a bird.	observable
relation to	evergreen trees.	never been alive.	formation and seed	help group, identify	 Describe the life 	characteristics and
places,	(Y1 - Plants)	 Identify that most 	dispersal. (Y3 - Plants)	and name a variety of	process of	based on similarities
objects,	 Identify and 	living things live in		living things in their	reproduction in some	and differences,
materials and	describe the basic	habitats to which		local and wider	plants and animals.	including
living things.	structure of a	they are suited and		environment.		microorganisms,
They talk	variety of common	describe how		 Recognise that 		plants and animals.
about the	flowering plants,	different habitats		environments can		 Give reasons for
features of	including trees. (Y1	provide for the		change and that this		classifying plants and
their own	- Plants)	basic needs of		can sometimes pose		animals based on
immediate	\cdot Identify and name	different kinds of		dangers to living		specific
environment	a variety of common	animals and plants,		things.		characteristics.
and how	animals including	and how they		 Construct and 		
environments	fish, amphibians,	depend on each		interpret a variety of		
might vary	reptiles, birds and	other.		food chains, identifying		
from one	mammals. (Y1 -	 Identify and name 		producers, predators		
another. They	Animals including	a variety of plants		and prey. (Y4 -		
make	humans)	and animals in their		Animals, including		
observations	 Identify and name 	habitats, including		humans)		
of animals and	a variety of common	microhabitats.				
plants and	animals that are	 Describe how 				
explain why	carnivores,	animals obtain their				
some things	herbivores and	food from plants				
occur and talk	omnivores. (Y1 -	and other animals,				
about changes.	Animals including	using the idea of a				
	humans)	simple food chain,				
	 Describe and 	and identify and				
	compare the	name different				
	structure of a	sources of food.				



DELAPRE Primary School	Science	Progression Ma	ар		
	•Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)				



Animals including humans



•Children know			•Identify that animals,	•	• Describe the changes	 Identify and name
about	variety of common	including humans,	including humans,	functions of the basic	as humans develop to	the main parts of the
similarities and	animals including	have offspring	need the right types	parts of the digestive	old age.	human circulatory
differences in	fish, amphibians,	which grow into	and amount of	system in humans.	 Describe the 	system, and describe
relation to	reptiles, birds and	adults.	nutrition, and that	 Identify the 	differences in the life	the functions of the
places, objects,	mammals.	 Find out about and 	they cannot make	different types of	cycles of a mammal, an	heart, blood vessels
materials and	 Identify and name 	describe the basic	their own food; they	teeth in humans and	amphibian, an insect	and blood.
living things.	a variety of common	needs of animals,	get nutrition from	their simple functions.	and a bird. (Y5 - Living	• Recognise the impact
They talk about	animals that are	including humans, for	what they eat.	 Construct and 	things and their	of diet, exercise, drugs
the features of	carnivores,	survival (water, food	• Identify that humans	interpret a variety of	habitats)	and lifestyle on the
their own	herbivores and	and air).	and some other animals	food chains, identifying	 Describe the life 	way their bodies
immediate	omnivores.	 Describe the 	have skeletons and	producers, predators	process of	function.
environment and	 Describe and 	importance for	muscles for support,	and prey.	reproduction in some	 Describe the ways in
how	compare the	humans of exercise,	protection and		plants and animals. (Y5	which nutrients and
environments	structure of a	eating the right	movement.		- Living things and	water are transported
might vary from	variety of common	amounts of different			their habitats)	within animals,
one another.	animals (fish,	types of food, and				including humans.
They make	amphibians, reptiles,	hygiene.				 Describe how living
observations of	birds and mammals,					things are classified
animals and	including pets).					into broad groups
plants and	• Identify, name,					according to common
explain why some	draw and label the					observable
things occur and	basic parts of the					characteristics and
talk about	human body and say					based on similarities
changes.	which part of the					and differences,
	body is associated					including micro-
	with each sense.					organisms, plants and
						animals. (Y6 - Living
						things and their
						habitats)
						 Give reasons for
						classifying plants and
						animals based on



DELAPRE

Primary School



					specific characteristics. (Y6 - Living things and their habitats) •
Evolution and Inheritance	 Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes. 	• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)	• Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)	•Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Science Progression Map

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Seasonal Changes	about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about	 Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	•Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)	
	explain why some things occur and				

Materials



_							
							•
	 Children know 	 Distinguish between 	,	 Compare and group 	 Compare and group 	 Compare and group 	
	about	an object and the	compare the	together different	5	together everyday	
		material from which	suitability of a	kinds of rocks on the	5	materials on the basis	
	differences in	it is made.	variety of everyday	basis of their	they are solids, liquids	• •	
	relation to	 Identify and name 	materials, including	appearance and simple	or gases.	including their	
	places, objects,	a variety of everyday	wood, metal, plastic,	physical properties.	 Observe that some 	hardness, solubility,	
	materials and	materials, including	glass, brick, rock,	(Y3 - Rocks)	materials change state	transparency,	
	living things.	wood, plastic, glass,	paper and	 Describe in simple 	when they are heated	conductivity (electrical	
	They talk about	metal, water, and	cardboard for	terms how fossils are	or cooled, and measure	and thermal), and	
	the features of	rock.	particular uses.	formed when things	or research the	response to magnets.	
	their own	ullet Describe the simple	ullet Find out how the	that have lived are	temperature at which	 Know that some 	
	immediate	physical properties	shapes of solid	trapped within rock.	this happens in degrees	materials will dissolve	
	environment and	of a variety of	objects made from	(Y3 - Rocks)	Celsius (°C).	in liquid to form a	
	how	everyday materials.	some materials can	 Notice that some 	 Identify the part 	solution, and describe	
	environments	 Compare and group 	be changed by	forces need contact	played by evaporation	how to recover a	
	might vary from	together a variety of	squashing, bending,	between two objects,	and condensation in the	substance from a	
	one another.	everyday materials	twisting and	but magnetic forces	water cycle and	solution.	
	They make	on the basis of their	stretching.	can act at a distance.	associate the rate of	 Use knowledge of 	
	observations of	simple physical		(Y3 - Forces and	evaporation with	solids, liquids and gases	
	animals and	properties.		magnets)	temperature.	to decide how mixtures	
	plants and					might be separated,	
	explain why some					including through	
	things occur and					filtering, sieving and	
	talk about					evaporating.	
	changes.					 Give reasons, based 	
						on evidence from	
						comparative and fair	
						tests, for the	
						particular uses of	
						everyday materials,	
						including metals, wood	
						and plastic.	



DELAPRE

Primary School



	di ct re ct ct fc m	Demonstrate that issolving, mixing and hanges of state are eversible changes. Explain that some hanges result in the prmation of new haterials, and that his kind of change is
	fo	prmation of new
	m	aterials, and that
	1+	nis kind of change is
	nc	ot usually reversible,
	in	cluding changes
	as	ssociated with
		urning and the action
	ot	f acid on bicarbonate
	ot	f soda.



Rocks



				•	•	
 Children know 	 Distinguish between 	 Identify and 	 Compare and group 			 Recognise that living
about	an object and the	compare the	together different			things have changed
similarities and	material from which	suitability of a	kinds of rocks on the			over time and that
differences in	it is made. (Y1 -	variety of everyday	basis of their			fossils provide
relation to	Everyday materials)	materials, including	appearance and simple			information about
places, objects,	 Identify and name 	wood, metal, plastic,	physical properties.			living things that
materials and	a variety of everyday	glass, brick, rock,	 Describe in simple 			inhabited the Earth
living things.	materials, including	paper and	terms how fossils are			millions of years ago.
They talk about	wood, plastic, glass,	cardboard for	formed when things			(Y6 - Evolution and
the features of	metal, water, and	particular uses. (Y2	that have lived are			inheritance)
their own	rock. (Y1 - Everyday	- Uses of everyday	trapped within rock.			
immediate	materials)	materials)	 Recognise that soils 			
environment and	$\cdot \cdot$ Describe the		are made from rocks			
how	simple physical		and organic matter.			
environments	properties of a					
might vary from	variety of everyday					
one another.	materials. (Y1 -					
They make	Everyday materials)					
observations of	 Compare and group 					
animals and	together a variety of					
plants and	everyday materials					
explain why some	on the basis of their					
things occur and	simple physical					
talk about	properties. (Y1 -					
changes.	Everyday materials)					





			•	 Recognise that they 	•	•		
	•Children know	•Identify, name,		need light in order to			 Recognise that light 	
	about	draw and label the		see things and that			appears to travel in	
	similarities and	basic parts of the		dark is the absence			straight lines.	
	differences in	human body and say		of light.			ullet Use the idea that	
	relation to	which part of the		 Notice that light is 			light travels in straight	
	places, objects,	body is associated		reflected from			lines to explain that	
	materials and	with each sense. (Y1		surfaces.			objects are seen	
	living things.	- Animals, including		 Recognise that light 			because they give out	
	They talk about	humans)		from the sun can be			or reflect light into	
	the features of			dangerous and that			the eye.	
	their own			there are ways to			 Explain that we see 	
	immediate			protect their eyes.			things because light	
)	environment and			 Recognise that 			travels from light	
	how			shadows are formed			sources to our eyes or	
	environments			when the light from a			from light sources to	
	might vary from			light source is blocked			objects and then to	
	one another.			by an opaque object.			our eyes.	
	They make			 Find patterns in the 			\cdot Use the idea that	
	observations of			way that the size of			light travels in straight	
	animals and			shadows change.			lines to explain why	
	plants and						shadows have the same	
	explain why some						shape as the objects	
	things occur and						that cast them.	
	talk about							
	changes.							

Science Progression Map



		•			•		•
	 Children know 		 Find out how the 	 Compare how things 		 Explain that 	
	about similarities		shapes of solid	move on different		unsupported objects	
	and differences		objects made from	surfaces.		fall towards the	
	in relation to		some materials can	 Notice that some 		Earth because of the	
	places, objects,		be changed by	forces need contact		force of gravity	
	materials and		squashing, bending,	between two objects,		acting between the	
	living things. They		twisting and	but magnetic forces		Earth and the falling	
	talk about the		stretching. (Y2 -	can act at a distance.		object.	
	features of their		Uses of everyday	 Observe how magnets 		•Identify the effects	
	own immediate		materials)	attract or repel each		of air resistance,	
	environment and			other and attract some		water resistance and	
	how environments			materials and not		friction, that act	
10	might vary from			others.		between moving	
Forces	one another. They			 Compare and group 		surfaces.	
То Г	make			together a variety of		 Recognise that some 	
_	observations of			everyday materials on		mechanisms, including	
	animals and plants			the basis of whether		levers, pulleys and	
	and explain why			they are attracted to a		gears, allow a smaller	
	some things occur			magnet, and identify		force to have a greater	
	and talk about			some magnetic		effect.	
	changes.			materials.			
				 Describe magnets as 			
				having two poles.			
				 Predict whether two 			
				magnets will attract or			
				repel each other,			
				depending on which			
				poles are facing.			



Sounds



		•	•		•	•	
•Children know	•Identify, name,			 Identify how sounds 			
about	draw and label the			are made, associating			
similarities and	basic parts of the			some of them with			
differences in	human body and say			something vibrating.			
relation to	which part of the			 Recognise that 			
places, objects,	body is associated			vibrations from sounds			
materials and	with each sense. (Y1			travel through a			
living things.	- Animals, including			medium to the ear.			
They talk about	humans)			 Find patterns 			
the features of				between the pitch of a			
their own				sound and features of			
immediate				the object that			
environment and				produced it.			
how				 Find patterns 			
environments				between the volume of			
might vary from				a sound and the			
one another.				strength of the			
They make				vibrations that			
observations of				produced it.			
animals and				 Recognise that 			
plants and				sounds get fainter as			
explain why some				the distance from the			
things occur and				sound source increases.			
talk about							
changes.							



Electricity



		•	•	•	 Identify common 	•	
	•Children know				, appliances that run on		 Associate the
	about				electricity.		brightness of a lamp
	similarities and				• Construct a simple		or the volume of a
	differences in				series electrical		buzzer with the
	relation to				circuit, identifying and		number and voltage of
	places, objects,				naming its basic parts,		cells used in the
	materials and				including cells, wires,		circuit.
	living things.				bulbs, switches and		 Compare and give
	They talk about				buzzers.		reasons for variations
	the features of				 Identify whether or 		in how components
	their own				not a lamp will light in a		function, including the
_	immediate				simple series circuit,		brightness of bulbs,
	environment and				based on whether or		the loudness of
	how				not the lamp is part of		buzzers and the on/off
	environments				a complete loop with a		position of switches.
	might vary from				battery.		 Use recognised
	one another.				ullet Recognise that a		symbols when
	They make				switch opens and closes		representing a simple
	observations of				a circuit and associate		circuit in a diagram.
	animals and				this with whether or		
	plants and				not a lamp lights in a		
	explain why some				simple series circuit.		
	things occur and				 Recognise some 		
	talk about				common conductors		
	changes.				and insulators, and		
					associate metals with		
					being good conductors.		





			•	•	•	 Describe the 	•
	Children know	 Observe changes 				movement of the	
	about similarities	across the four				Earth, and other	
	and differences	seasons. (Y1 -				planets, relative to	
	in relation to	Seasonal changes)				the Sun in the solar	
	places, objects,	 Observe and 				system.	
	materials and	describe weather				 Describe the 	
	living things. They	associated with the				movement of the	
Goal	talk about the	seasons and how day				Moon relative to the	
	features of their	length varies. (Y1 -				Earth.	
rning	own immediate	Seasonal changes)				ullet Describe the Sun,	
arr	environment and					Earth and Moon as	
	how environments					approximately	
Early	might vary from					spherical bodies.	
Ea	one another. They					ullet Use the idea of the	
	make					Earth's rotation to	
	observations of					explain day and night	
	animals and plants					and the apparent	
	and explain why					movement of the sun	
	some things occur					across the sky.	
	and talk about						
	changes.						